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ABSTRACT

In 1984, LaGuardia Community College (LCC) received a 3-year implementation award from the Ford Foundation to increase the number of minority, low-income students who transfer to and succeed in baccalaureate programs. This report describes the 1984-85 accomplishments of LCC under the Urban Community College Transfer Opportunities Program (UCCTOP). Following an overview of the project and specific activities, the report describes LCC's efforts to strengthen external linkages with public and private universities and colleges in New York and with secondary schools. The next section describes UCCTOP's student support services, including a two-session transfer workshop, the Transfer Fair, and the Career and Transfer Resource Center. Next, a discussion is presented of LCC's transfer decision-making curriculum, which includes the cooperative education seminar, "Life, Education and Career Planning." Following a review of the involvement of LCC's faculty in curriculum reform, the report describes the development of an automated Degree Requirement Checklist that helps students manage progress toward the completion of their degrees. The next section focuses on the development of a research design to document the number, identity, and characteristics of potential transfer students; as well as to monitor student progress through the program and after transfer. Finally, the report discusses the program's budget. Appendices provide a Model for Two-Year and Four-Year Articulation Handbook, an agenda for a transfer workshop, and a list of questions for potential transfer students to ask college representatives. (EJV)

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LA GUARDIA COMMUNITY COLLEGE
of the
CITY UNIVERSITY OF NEW YORK

FIRST ANNUAL REPORT OF THE URBAN COMMUNITY COLLEGE TRANSFER OPPORTUNITIES PROGRAM

Prepared by:

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Senior Faculty Associate
Office of the Dean of Faculty

December 20, 1985

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LaGuardia Community College
31-10 Thomson Avenue
Long Island City, NY 11101

First Annual Report of the Transfer Opportunities Program Covering the Period October 1, 1984 to September 30, 1985.

OVERVIEW

In the Fall of 1984, the Ford Foundation named LaGuardia as one of five urban community colleges nationwide to receive a three-year implementation award under the Urban Community College Transfer Opportunities Program. Our goal is to increase the number of minority, low-income students who transfer to and succeed in baccalaureate programs. This project is based on three principles: (a) transfer opportunities should reach the greatest possible number of students, (b) transfer should be a major institutional priority with all parts of the college working in concert and (c) since transfer is encouraged through the career education ladder, strategies should be designed to increase motivation.

During academic year 1984-85, LaGuardia moved vigorously to strengthen opportunities for its students to transfer to four-year institutions. This report describes what we have accomplished in 1984-85 and covers four major areas: external linkages, student support services, transfer decision-making curriculum, and academic program. Our accomplishments are as follows:

- held a four-week institute at Vassar College with eighteen LaGuardia students participating;
- offered the curriculum: "Life, Education and Career Planning Seminar" to 758 students;
- developed an Articulation Advisement Model that helps students to select courses which increase the number of credits that transfer to four-year colleges;
- revised the career planning seminar for the adult population;
- designed a transfer workshop and offered it to day and evening students;
- faculty representing all departments revised general education goals;
- continued development of the computerized Degree Requirement Checklist (D.R.C.);
- developed a research design.

LaGuardia has accomplished the objectives set for the first year by working diligently to develop a program to assist students to succeed in baccalaureate programs.

NARRATIVE

A. External Linkages

1. Linkages with Four-Year Institutions

A study on recent graduates conducted by the firm of Kane, Parsons and Associates for LaGuardia in 1984 revealed that students who are interested in transferring to four-year colleges

and universities lack adequate information on which to base their plans. The same study indicated that the critical areas are financial support, admission criteria, and transferability of credits.

a. CUNY and SUNY Colleges

Administrators and faculty at Baruch College, SUNY at Brockport and SUNY at Plattsburgh responded favorably to initiatives by LaGuardia for closer articulation. In every case, visits to campuses followed an exchange of information and evaluation of programs/courses. The results to date are encouraging.

Baruch College and LaGuardia launched a major effort to develop a model for two-year and four-year articulation using the accounting curriculum (see Appendix I). An examination of the requirements for the A.A.S. and the B.B.A. degrees offered at our institutions resulted in the identification for the first time of the areas of convergence and divergence of these degrees. Both institutions have committed staff and resources to pursue this project. The goals of our joint venture are (1) to maximize the number of credits that LaGuardia students are able to transfer to Baruch, (2) to design advisement materials to guide students in the decision-making process, (3) to provide access to Baruch's advisement on the LaGuardia campus.

As a result of this work, accounting majors will be able to transfer a total of fifty-four credits to Baruch College if they choose their elective courses from a list specifically prepared for this institution. Upon transfer they would have to complete

an additional seventy-four credits to receive the baccalaureate degree. The chief academic officers of CUNY are currently working together to reduce that number to sixty-four credits. We chose the A.A.S. degree as a model because 85% of our students are in career programs.

During academic year 1985-86, five faculty from business and liberal arts disciplines will duplicate the model for all majors using Baruch, Queens, Hunter, and Lehman Colleges as the targeted institutions, since two-thirds of our graduates select these institutions as their first choice when transferring to four-year colleges. We envision every LaGuardia student as having the opportunity to choose courses on the basis of how well specific courses transfer to one or more senior colleges. This is a whole new approach to course selection.

b. Private Institutions

The goal of our work with Adelphi, Clark, The College of Insurance, and St. John's is a course-by-course articulation of all our courses, whereas the goal with respect to New York University and Cornell is a program-to-program articulation. The process involves the cooperation of department chairpersons as well as faculty from each institution. The substantive body of information which is emerging from these efforts will help our students make better decisions when planning their program of studies, since we have found that careful course selection can maximize the credits accepted by a senior college.

The relationship with four-year colleges and universities has also deepened our understanding of the upper division in

general and has stimulated our faculty to reconsider their courses in view of what is expected by other institutions. This relationship has also underscored the need for early identification of potential transfer students to maximize their experience and learning at the community college.

Vassar Partnership

To identify specifically and experimentally, the inhibitors and encouragers of transfer, LaGuardia joined Vassar College to provide a four week summer institute at Poughkeepsie from June 24 to July 19, 1985. The institute represented a year of planning and exchange visits of students and faculty between Vassar and LaGuardia. These visits were crucial to prepare both students and faculty for the summer workshop. Planning included selection of courses, choice of faculty, criteria of student selection, admissions procedures, schedules, student orientation, housing, academic standards, and evaluations. A remarkable sense of collegiality and agreement about mission characterized the cooperation between faculty and the success achieved by this initial private/public cooperation.

Six faculty, three from each institution, selected the courses and team-taught the material. Twenty-five students attended, eighteen from LaGuardia and seven from local community colleges. The students chose two out of three courses: Conflict and Celebration in American Writing; Environmental Impacts, Technology, Resources and Social Values; and the Science and Practice of Thinking. The students earned six Vassar credits; and the faculty adhered to Vassar standards of instruction and

evaluation.

Vassar assigned two student counselors, a junior who transferred from LaGuardia to Vassar and a recent graduate of Vassar who transferred from Hunter College, to work with and tutor the community college program. The program included a preparatory weekend of orientation and ongoing support services as well as availability of teaching faculty for formal and informal assistance.

In reporting the experience at a follow-up seminar at LaGuardia in September, both students and faculty were enthusiastic about the individual and personal growth resulting from the summer session. Vassar faculty felt stimulated by the LaGuardia students, and LaGuardia faculty had an opportunity to observe other faculty and teach upper division courses. The students had a memorable, residential-sharing living experience which enriched their lives. They met academic challenges and proved they could succeed: a factor which led many of them to apply almost immediately to senior colleges. Three of the participants are currently applying to Vassar College. Discussion about preparation revealed that the community college students need help in writing skills and in time management.

All the participants acknowledged that there was considerable pressure generated by the short time frame and that scheduling was too heavy. Students seemed to have few problems adjusting to the Vassar environment, although they found the level of classroom discussion more demanding than usual and the amount of work required to be much more than at LaGuardia.

The satisfaction of all participants leads to planning for another summer institute for 1986. Vassar has invited LaGuardia to select additional students and the population for next year's institute will be raised to fifty students for a five to six week period. At present, Vassar is exploring funding for the program, and LaGuardia faculty are beginning to identify students.

d. The Clark-LaGuardia Connection

Last January, LaGuardia invited Clark College, an historically black institution located in Atlanta, Georgia to form a joint transfer program. President Blake responded enthusiastically to the idea of developing closer ties between the two schools. Dean Cliff Rawles, Director of Admissions, visited our campus in early April to discuss the details of the project and to develop a working agenda to accomplish the goals of the program. Professor Eleanor R. Gittens of the Cooperative Education Division, a Clark alumna, was selected to coordinate our efforts. A second meeting is scheduled for late Fall to move ahead with exchange visits.

We believe the Clark-LaGuardia transfer program will expand the range of opportunities currently available to our graduates who wish to pursue the baccalaureate. As part of Atlanta University Center, Clark undergraduates have access to seven different institutions of higher education, including three graduate schools. In addition to receiving full credit for the associate degree, LaGuardia graduates could participate in an upper division cooperative education program which builds on their previous experiences in the field. They are eligible to

compete for scholarships and to participate in financial aid programs tailored specifically for transfer students. Atlanta University Center also offers the opportunity to live and study with students from many foreign lands.

In brief, this partnership provides a unique experience for our graduates who wish to continue their collegiate studies in another section of the country and can benefit from attending an historically black college.

2. **Partnership with Secondary Schools**

The main goal of the partnership program with neighborhood high schools is to provide an opportunity for minority students to experience a college setting while they are juniors and seniors.

Last year sixty-five juniors and seniors were selected to participate from Grover Cleveland, Louis D. Brandeis, William Cullen Bryant, Dominican Commercial, Newtown, Flushing, John Bowne, Long Island City, and Queens Vocational High Schools. These students were drawn from two discreet populations. One is made up of those who aspire to attend college but a four-year institution would not accept them because their academic average is just below the cut-off point for admission. The other is formed by those who are unsure about higher education pursuits, but their teachers/counselors feel they have the potential to do college work. A college experience is particularly useful for these students in terms of motivation and self-concept. Exposure to a college environment prior to the time they have to make a

decision about higher education triggers further growth and development.

Courses for the Credit Banking Program are carefully selected in consultation with college advisors at the high schools and departmental chairpersons at the College. Choices included Precalculus, Calculus, Introduction to Business, Introduction to Social Science, Introduction to Data Processing, and Word Processing. Students participate in an orientation and registration session where they actually go through the formal process of registering for courses. We are studying this population to determine how many of these students will attend LaGuardia as well as other two-year and four-year institutions.

B. Student Support Services

1. Transfer Workshop

The Counseling Department designed and piloted a two-session transfer workshop during the spring term (see Appendix II). The purpose of the workshop is to encourage potential transfer students to initiate the process of application to a four-year institution as early as possible.

In the first session counselors help students confront the erroneous assumptions they hold about college planning and transfer, e.g., postponing activity until their last quarter in LaGuardia; relying on faculty or counselors for all the information; thinking that CUNY colleges are the only options; the financial barrier of transfer to private colleges; fear of the unknown, fear of success and/or of rejection.

Participants complete a transfer inventory allowing them to assess the factors that may influence some of their choices. The inventory also allows students to have common information before they engaged in substantive discussions about transferring. Session One concludes by putting together a "college resources list" and a "need list" for each individual participating. In this activity, students identify college resources available to those who plan to transfer and develop strategies to obtain information from and about four-year institutions.

In the second session, workshop participants study the optimal transfer process starting with selection of a college and moving through the admission process. Students discuss deadlines, gathering supporting documents, financial aid, the availability of scholarships, and how to write the personal statement required by many private colleges.

The latter part of the second session is devoted to the information needed from and about four-year colleges. Students developed a guide sheet entitled "Questions You May Ask College Representatives" (see Appendix III) to elicit information from college representatives. This instrument is designed to make the student an informed consumer. It was developed to aid students gather accurate and useful information about the college of their choice. For instance, to go beyond the question of finances, it suggests that students inquire about forms of financial assistance available to transfer students from community colleges, quality of life issues, admission criteria, transferability of credits, and the availability of support

services.

In summary, the workshop demonstrates that the participants needed and welcomed assistance with the transfer process. The large group format is convenient for disseminating general information, but follow-up individual sessions are done to provide the attention required by each student.

2. **The Transfer Fair**

The Career and Transfer Resource Center held the Spring College Transfer Fair again on Thursday, May 30, 1985. The purpose of the one-day activity was twofold: (a) to provide students with an opportunity to learn firsthand about the academic programs offered at different four-year colleges and universities and (b) to increase student awareness of transfer options available to them. Thirty-three institutions were represented. The roster included all senior colleges of CUNY, three SUNY colleges, and twenty-one schools from the private sector. Six hundred sixty students attended this event and those who did not attend the Transfer Workshop received a copy of "Questions You May Ask College Representatives." The Transfer Fair has been redesigned and strengthened following data gathered from students during 1983-84. It is now viewed as a guided experience rather than a free-flowing event.

We will continue to evaluate other Transfer Fairs to obtain greater information about their quality and usefulness.

3. Career and Transfer Resource Center

Through its vastly increased services and the depth of the collection, the Career and Transfer Resource Center impacts on a larger number of students. Currently, the Center houses over 800 senior college catalogs, a computerized guide for selecting four-year institutions and researching fields of study, scholarship indexes and financial aid materials. The Center is also the place where students go for individualized transfer counseling on a drop-in basis. A professional counselor provides this service daily.

In addition, the Center makes available applications for four-year CUNY, SUNY, and private institutions. The staff is responsible for processing all CUNY applications. During the six month period between February and July, 1985, records show that 590 transfer applications to CUNY were processed. Seventy-three alumni and 517 current students used the services for transfer related purposes.

C. Transfer Decision-Making Curriculum

Last year, the cooperative education seminar, "Life, Education and Career Planning," (Appendix IV) was offered to 758 students in Accounting, Business, Data Processing, Secretarial Science, and Liberal Arts majors. LaGuardia faculty as well as representatives from private industry taught the curriculum. Overall, it was received enthusiastically by both constituencies. Specifically, instructors scrutinized the instructors guide and the student workbook after each lesson. Using the standardized form, students evaluated the content of the seminar. This

information was used for minor revisions to the seminar materials during the Fall of 1985.

In an effort to broaden the applicability of the "Life, Education and Career Planning" curriculum to the total undergraduate population, it was adapted for the working adult population. It will be offered to approximately 160 additional students in all majors during the Winter 1985-86 quarter.

Entry-level employees of private corporations will use the curriculum in the academic year 1986-87 to see if the experience will motivate them to attend college. Usually these corporations offer tuition reimbursement plans to their employees.

D. Academic Program: Faculty involvement

A general education Task Force was created in January 1985 by the Dean of Faculty as a subcommittee that reported to the college-wide Curriculum Committee. Senior faculty represented all departments and divisions on the Task Force. From its inception, the group identified three major areas of concern: curriculum, assessment and communication.

The committee began its deliberations about curricular change by reviewing the common goals of the college that were formulated in 1977. Each department reviewed these goals and indicated whether they were still operative or whether they needed revision. The overwhelming decision was for revision: the committee then worked to develop a new set of goals based on the original concepts but reflecting widespread concerns that had

been identified by the process. By the end of August, the committee had a draft of the goals ready for approval. In October, the new common goals were presented to and accepted by the Curriculum Committee; in November they were presented to and accepted by the College Senate. During the Fall 1985 quarter, committee members have gone back to their constituencies to develop specific student outcomes for each general, generic, goal. Departmental and divisional outcomes will be submitted by the end of the Fall quarter. This will allow the Task Force to review them prior to deciding on strategies for curricular change. The attempt will be to select those applicable to the outcomes stated and the present status of our programs. The Task Force is also in the process of gathering information from students on the goals. Students in selected classes representing all programs will rate and discuss the goals. During the Winter quarter, all chairpersons will share with each other the outcomes developed by their departments, providing an overview of the college's definititon of excellence for its graduates. We anticipate that the discussions by the chairpersons and the Task Force will define the curricular changes necessary for the immediate future.

The Task Force began its work with the assumption that assessment would be a central part of its work and that the college would want to know what skills and areas of knowledge our students had when they entered LaGuardia and where areas of growth occurred during their time at the college. An exhaustive search for a general education assessment instrument was

undertaken. Many models for assessing reading, writing and mathematical skills exist (including the CUNY Freshman Skills Assessment Program tests which are administered as pretests to all LaGuardia students). However, we did not find an appropriate instrument for the measurement of the various areas in general education. The Task Force search took many forms including the administration of one test to members of the Task Force. The members felt very strongly, after taking this particular test, that for a number of reasons it would not serve our purposes. Instead, we administered a small civics-oriented test, augmented by questions submitted by members of the Task Force. The goals of the Task Force here had less to do with a belief in the outcomes of the test than an attempt to identify and use a process for testing that would facilitate future testing. In terms of achieving this limited goal, the Task Force was quite successful, involving 183 students in Freshman Seminar and 58 in the third Co-op Seminar, students, therefore, at the beginning and end of their LaGuardia education. At this point, the Task Force feels that it must develop its own assessment instrument and will try to do so based on the student outcomes that are adopted by the college.

Finally, the Task Force considered communication with its constituency of equal importance with curriculum issues and assessment. The Task Force wished to avoid the error of springing major changes on an unprepared faculty. The group agreed that the college community had to be informed every step of the way, and has used a number of different forums to present

its work and solicit comment. These include departmental meetings, an instructional staff meeting, chairpersons' meetings, and the college governance committees.

E. Degree Requirement Checklist

The inventory function of the automated DRC becomes an important new tool for students who plan on transferring to baccalaureate programs, because it manages progress toward the completion of the degree. As courses are completed and grades are entered, the computer will automatically update the student's file and will list the remaining requirements for graduation. In many cases, the choice of a four-year institution will determine the elective courses that must be taken at LaGuardia. For those students, the DRC will also serve as a record of their course selection, making it a permanent part of their degree requirements. In the future, we believe it will be possible to place in the system the equivalencies of LaGuardia courses at particular senior colleges.

When fully operational in 1987, the LaGuardia automated academic advisement system will perform many functions. It will match completed courses against individualized degree requirements and will show each student the next courses to take to complete his or her degree. It will monitor eligibility for federal and state financial aid, including what each student must do to meet "rate of progress" and "pursuit of degree" standards. The latter become crucial pieces of information for all students, since they must continue to meet these criteria as well as

maintaining an appropriate grade point average. The system will also flag students in academic difficulty. Furthermore, it will allow counselors to receive timely information regarding potential points of intervention. For example, the system is capable of producing lists of students who receive D's and F's in introductory courses or those students who have completed twenty-four credits and have not taken the Freshman Skills post test required for senior college admission.

F. Research Design

In an effort to document the number and identity of students who continue their education in four-year institutions and to follow up the progress made toward the baccalaureate degree by those who successfully transfer, LaGuardia developed a research design that will provide the following data.

Baseline

The purpose of this research is fourfold: to determine interest in further education among recent LaGuardia graduates, attitudes toward additional education, reasons for and against enrolling in additional education programs, and awareness of information about transferring to a senior college.

Twenty percent of the students receiving degrees in 1983-84 were studied regarding their readiness for transfer as per the information stated above. The original study will be replicated on the 1987 graduating class. This design allows us to determine the effect of the transfer opportunities program by comparing the 1987 data to the 1983 sample.

Gender and Ethnicity

This study is designed to compare the gender and ethnicity of the 1985, 1986, and 1987 graduating class who request transcripts for the purpose of transferring with those requesting transcripts from the class of 1984. This study will reveal if the number of minority students transferring is increasing as well as indicate any changes in the ratio of males/females who are transferring.

Graduate Placement Report

We will continue to survey annually our graduates to provide the college administration and faculty with an analysis of graduate activity. As part of this survey, graduates report on their transfer activities. Therefore, we will know if the percentage of graduates who transfer to four-year institutions increases over the life of the grant.

Impact of the Transfer Program

In this study we will compare the number of students (graduates and non-graduates) who request transcripts for the purpose of enrolling in a senior college in years 1984-85, 1985-86 and 1986-87 with those who requested transcripts in 1983-84. In order to confirm the number of those who actually transferred, each year a random sample consisting of 20% of all students requesting transcripts for the purpose of transferring will be chosen to validate whether or not they have indeed transferred.

Persistence Study

In cooperation with CUNY's Office of Institutional and Analysis (OIRA), LaGuardia will study the persistence rate of its graduates within and outside of CUNY.

The report will comment on the retention, credit accumulation, and grades of students who began as freshmen at the college in the Fall of 1978 and subsequently transferred into Bachelor's programs within the University. The date was selected because it is estimated that it takes approximately from five to seven years for community college students to complete the baccalaureate degree.

LaGuardia will also develop with assistance from OIRA a computerized procedure for monitoring the experiences of its students in the CUNY senior colleges. Their experiences will be compared with the overall average for all transferring students from CUNY community colleges.

To describe the overall trends in transfer upon graduation from the college, LaGuardia will analyze data obtained by OIRA for graduates of June 1981, 1982, and 1983 classes. These students were surveyed a year after completing their associate degrees. Graduates of the June 1981 class were contacted again in the Spring of 1984. Information will be included for CUNY, SUNY and private colleges. The goal of this research is to determine what are the students' transfer patterns and whether they graduate from or are still enrolled in the institution chosen initially or whether they transferred to another institution subsequently.

Articulation Data Validation

LaGuardia will validate articulation data published in the CUNY Articulation Handbook by conducting random audits. The transcripts of individual students will be evaluated using the information contained in the handbook. Once this process is completed, the results will be sent to the senior college in question to verify whether or not our assessment is correct.

The information gathered in the process of validation will serve to ascertain whether or not the handbook contains accurate articulation information. If the data are correct, they will be used to provide potential transfer students with advice regarding the best ways of maximizing their associate degree.

The plan calls for multiple case studies in order to build a library of transfer information so that students would be able to determine which four-year program offers the best opportunities for them. The information will be made available to counselors and faculty advisors, and would also be placed in the Career and Transfer Resource Center.

G. Budget

Funds provided by the Ford Foundation to implement LaGuardia's transfer project were spent in accordance with the agreement signed on September 24, 1984. A summary of expenditures from October 1, 1984 to September 30, 1985 is presented below along with a list of activities by the participants.

Salaries and Wages	$48,574.00
Fringe Benefits at 27%	13,114.98
Travel to Conferences and Seminars	4,528.79
Miscellaneous	27.19
	$66,244.96

During the same period the following full-time faculty were released to implement the Transfer Opportunity Project:

Dr. Janet Lieberman,	Associate Project Director
Dr. Ted Theodorou,	Curriculum Adaptation - "Life, Education & Career Seminar"
Ms. Helen Perry,	Curriculum Adaptation - "Life, Education & Career Seminar" (adult population)
Professor Lavergne Trawick,	Coordinator, Student Support Services
Dr. Max Rodriguez,	Course-by-Course Transfer Model
Dr. John Chaffee,	Linkages - Vassar College
Dr. Mary Lee Abkemeier,	Linkages - Cornell University
Professor Eleanor Gittens,	Linkages - Clark College

Faculty who are responsible for implementing the transfer project attended several regional and local meetings. Traveling to Miami in February were Shiela Gordon and Max Rodriguez. At the AACJC convention in San Diego, Janet Lieberman and Max Rodriguez presented papers describing the characteristics of our project. John Chaffee, Joan Greenbaum, and Gil Muller visited Vassar College several times to participate in the preparation of the summer institute. They met to work on the curriculum and the selection of students. Janet Lieberman, Martin Moed, and Max Rodriguez went to Vassar for a day to observe the activities of the institute in progress. Mary Lee Abkemeir traveled to Cornell

University to meet with colleagues in the sciences. Janet Lieberman represented the project in Chicago at the ACE meeting where she discussed high school/college articulation.

In conclusion, we at LaGuardia have enjoyed working on the Transfer Opportunities Project and look forward to the activities of the second year with great enthusiasm.

LIST OF APPENDICES

Appendix I	Model for Two-Year and Four Year College Articulation Handbook
Appendix II	Transfer Workshop
Appendix III	"Questions You May Ask College Representatives"
Appendix IV	"Life, Education and Career Planning"

Appendix 1

MODEL FOR TWO-YEAR AND FOUR-YEAR ARTICULATION HANDBOOK

Accounting Curriculum

LaGuardia Community College/Baruch College

CHAPTER I

Bernard M. Baruch College
17 Lexington Avenue
New York, NY 10010

Contact: Mr. Phillip Berg
Telephone Number: (212) 728-3158

ACCOUNTING CURRICULUM

Optimal Program

Elective Course Selection List

Advisory Notes to Improve Transfer

Course Evaluation

LaGuardia Community College

Accounting Curriculum

with recommended electives that maximize the number of transfer credits accepted for a BBA degree at Baruch College

Accounting/Managerial Studies

AMA 101 - Principles of Accounting I	2
AMA 102 - Principles of Accounting II	2
AMA 103 - Principles of Accounting III	2
AMA 110 - Accounting Applications for the Microcomputer	3
AMM 101 - Introduction to Business	3
AMM 110 - Business Law I	3
AMA 201 - Intermediate Accounting I	3
AMA 202 - Intermediate Accounting II	3
AMA 210 - Cost Accounting I	3
AMA 211 - Cost Accounting II	3
(take as unrestricted elective)	

Cooperative Education

Three internships, three credits each	9
(optional for Extended Day students)	

Data Processing

BDP 100 - Introduction to Data Processing	3

English

ENG 101 - Composition I	3
ENG 102 - Writing through Literature	3

Mathematics

MAT 110 - Algebra	3
MAT 200 - Precalculus	4
MAT 201 - Calculus I	4
(take as unrestricted elective)	

Social Science

SSE 101 - Introductory Ecomonics I	3
SSE 102 - Introductory Economics II	3
(take as Liberal Arts elective)	

Liberal Arts Electives 4

7 credits are required in this category. Since 3 credits will be taken in Introductory Economics II, only 4 credits remain. 3 credits must be an Urban Study course. See attached list.

Unrestricted Electives 0

7 credits are required in this category. 3 credits will be taken in Cost Accounting II, and 4 credits will be taken in Calculus I. Subtract all Basic Skills courses from this category.

Total Credits 66

By following this sequence, you will meet all graduation requirements for the AAS in Accounting. Upon transfer to Baruch, you will be required to take 74 credits to qualify for a BBA degree.

ELECTIVE COURSE SELECTION LIST
to maximize transfer to Baruch

A. These courses meet Liberal Arts base requirements

Humanities

+HUA 102	*HUS 101-102	HUM 101
HUC 101	HUS 103	HUP 101
*HUF 101-102	HUS 105	HUP 210
HUF 103	HUS 204	HUP 230
*HUK 101-102	HUS 210	
HUK 103	+HUS 220	
*HUI 101-102		

Mathematics

MAT 201 MAT 202

Natural and Applied Sciences

*SCB 201-202	SCC 251-252
*SCB 203-204	*SCP 201-202
SCB 260	*SCP 240-241-242
*SCC 201-202	*SCP 250-251

Social Science

SSA 100	SSY 101	SSY 280
SSA 101	SSY 200	SSS 101
SSA 105	SSY 230	SSS 175
SSA 245	SSY 240	SSS 230
*SSE 101-102	SSY 241	SSS 240
SSH 101	SSY 245	SSS 280
SSH 102	SSY 250	
SSP 101	SSY 260	
SSP 230		

Urban Study

Social Science

SSN 188 SSN 192 SSN 194

B. These courses meet Liberal Arts elective requirements

English

ENG 214 or 215	ENG 250
ENG 217	ENG 260
ENG 225	ENG 265
ENG 240	ENG 266
ENG 243	ENG 272
ENG 245	ENG 280

Humanities

+HUA 103	HUC 104	HUM 140
+HUA 110	HUC 106	HUM 141
+HUA 120	HUC 120	+HUM 150
+HUA 130	HUC 130	+HUM 151
+HUA 150	HUC 150	+HUM 160
+HUA 160	HUC 170	+HUM 165
+HUA 170	HUC 190	HUM 210
HUA 200	HUC 195	HUP 220
+HUA 210	HUC 210	
+HUA 220	HUC 240	
+HUA 230	HUC 270	

Library

+LRC 101

Mathematics

MAT 104	MAT 204
*MAT 120-121	MAT 210
MAT 203	

Natural and Applied Sciences

SCC 101	SCP 140
SCC 140	SCS 100
SCH 101	HSC 101
SCH 150	HSE 105
SCH 210	HSE 109
	HSG 150

Social Science

SSE 110	SSH 104	SSH 240	SSP 240
SSH 103	SSH 231	SSH 260	

Urban Study

English

ENN 198

Humanities

HUN 101
HUN 194

Social Science

SSN 195

*All courses in the sequence must be taken to qualify for transfer credit in the appropriate category. Otherwise elective credit will be awarded only.

+This course can only be used to fulfill the unrestrictive elective requirement at LaGuardia, but it fulfills Baruch College's liberal arts distribution requirement.

LAGUARDIA COMMUNITY COLLEGE/BARUCH COLLEGE ARTICULATION

ADVISORY NOTES

1. Students must complete AMA 101-102-103 to receive credit for ACC 1101-1102

2. AMA 110 receives elective credit only

3. Students must complete AMA 201-202 to receive credit for ACC 2303

4. Students must complete AMA 210-211 to receive credit for ACC 2310

5. AMA 150 and AMA 155 are considered upper division courses. Junior status is required to enroll in them.

6. Coop Ed credits receive elective credit only

7. If students complete ENG 101-102 with a grade of B or better in each course and pass the Writing Skills Assessment Test (WAT), they have fulfilled the English composition requirement. If not, please note the following:

   a. All students must take the WAT before registering for an English composition course.

   b. Students who began college prior to Fall 1978 are exempt from the WAT and must go to the English Department for course placement. (Room 920, 17 Lexington Avenue).

   c. Students who have passed the WAT will be placed according to the WAT score and the credits already earned in composition.

      - Students who have earned at least three credits in composition and have passed the WAT should enroll in ENG 2150.

      - Students who have earned fewer than three credits in composition and have passed the WAT should enroll in ENG 2100.

   d. Students who have not passed the WAT will be placed according to their WAT score regardless of the number of composition credits earned.

Rules for course placement based on WAT score:

WAT SCORE	COURSE PLACEMENT	CREDITS
Pass--8 or more	ENG 2100	3
Do not pass--6 (not ESL)	ENG 0150	0 (3 equated)
Do not pass--6 (ESL)	ENG 0152	0 (4 equated)
Do not pass--below 6 (not ESL)	ENG 0100	0 (3 equated)
Do not pass--below 6 (ESL)	ENG 0102	0 (4 equated)

Students take the WAT retest at the end of ENG 0150 or 0152. A student must pass the WAT in order to pass ENG 0150 or 0152.

Students who do not pass a non-credit English composition course (ENG 0100, 0102, 0150, 0152) receive an R grade. Students who do not pass a non-credit English composition course after attempting it twice will be dismissed from the College. Students who receive a WU of WF grade in ENG 0100, 0102, 0150 or 0152 will be dismissed from the College. A student who has been dismissed from the College may appeal to the appropriate Committee on Academic Standing for reinstatement.

8. If students complete only MAT 120, a qualifying exam is required before credit is granted for STA 1015. If they complete MAT 120-121, they receive credit for STA 1015. STA 1015 is considered an elective only. It is therefore recommended that students complete MAT 201 at LaGuardia, since it is a prerequisite for all junior level accounting courses.

9. Students must complete SSE 101-102 to receive credit for ECO 1001-1002. SSE 101 by itself receives elective credit only.

10. Students must complete one year of a foreign language unless they have completed two years of a modern foreign language in high school or passed a two-year citywide or regents examination.

COURSE EVALUATION
Accounting Curriculum

LaGuardia		Baruch				
		Meets Major Req't's.	Meets Bus. Base Req't's.	Lib. Arts Base Req't's.	Lib. Arts Electives	Free Electives
Accounting/Managerial Studies Required						
*AMA 101-102-103	(6)	0	6	0	0	0
AMA 110	(3)	Not evaluated - suppose elective				3
AMM 101	(3)	0	3	0	0	0
AMM 110	(3)	0	3	0	0	0
Business Electives						
*AMA 201-202	(6)	3	0	0	0	0
*AMA 210-211	(6)	3	0	0	0	0
Cooperative Education						
Internship & Seminar 3 credits each (Optional for Extended Day students)	(9)	0	0	0	0	9
Data Processing						
BDP 100	(3)	0	3	0	0	0
English						
ENG 101	(3)	0	0	0	2	0
ENG 102	(3)	0	0	3	0	0
Mathematics						
MAT 110	(3)	0	0	0	0	3
MAT 200	(4)	0	0	0	3	0

Social Science						
*SSE 101-102	(6)	0	0	6	0	0
Liberal Arts						
Urban Study	(3)	0	0	3	0	0
Elective course	(1)	0	0	1	0	0
Unrestricted Electives						
Elective course	(4)	0	0	4	0	0
Total Credits	(66)					

						Total
Baruch Accepts	6	15	17	5	11 =	54
Excess Credits	6	0	0	2	4 =	12
						66

At least 128 credits are needed for the B.B.A. at Baruch College. By selecting carefully, transferring students from LaGuardia will have to complete 74 credits in addition to their Associate degree (66 credits) to meet graduation requirements at Baruch.

Appendix II

LAGUARDIA COMMUNITY COLLEGE

STUDENT SERVICES DIVISION

TRANSFER WORKSHOP

Developed by:

Pierrina Andritsi
and
Robert Durfey

Spring 1985

OBJECTIVES:

-- to assist students to conduct a transfer inventory

-- to examine options available to students who wish to transfer

-- to familiarize students with the application process

-- to identify college resources available to students who wish to transfer

-- to develop strategies to obtain information from and about four-year institutions

SESSION ONE

Activity A

Read and discuss "Knots" by R. D. Laing

There is something I don't know
that I am supposed to know.

I don't know what it is I don't know
and yet am supposed to know.

And I feel I look stupid
if I seem both not to know it
and not know what it is I don't know

Therefore, I pretend I know it.
This is nerve-wracking
since I don't know what I must pretend to know.

Therefore, I pretend to know everything.

I feel you know what I am supposed to know
but you can't tell me what it is
because you don't know that I don't know what it is.

You may know what I don't know, but not
that I don't know it,
and I can't tell you. So you will have to
tell me everything.

Activity B

Complete the Transfer Inventory below:

1. What is your major?

2. How many credits have you completed to date?

3. What is your GPA?

4. Do you receive financial aid?

   ____yes ____no

   If yes, which? Check all that apply

   ____Pell ____College Work Study

   ____TAP ____SEOG

5. Would you consider an out-of-town residential college/university?

   ____yes ____no ____maybe

6. To which four-year colleges are you planning to apply? Check all that apply.

   ____CUNY (e.g. Baruch, Hunter, Queens, etc.)

   ____SUNY (e.g. New Paltz, Albany, Old Westbury, etc.)

   ____Private (e.g. St. John's, Pace, Marymount, etc.)

7. Name your first, second and third choices if you already know.

   a. _____

   b. _____

   c. _____

8. Do you plan to work while attending college?

____yes ____no ____don't know

9. How do you plan to pay for college expenses? Check all that apply.

____own resources

____parents/spouse

____scholarship

____financial aid package

____bank loan

____employer's tuition reimbursement program

10. When do you plan to transfer?

Activity C

Make a list of what you need to know about a college/university to decide if it is the right place for you.

List the places you can go and the individuals who can help you obtain the information you need.

Bring both lists to the next session!

SESSION TWO

Activity A

Review "need" list
Review "resources" list

Activity B

Using the Transfer Inventory, select a four-year college to apply for transfer. Give reasons for your choice.

Activity C

The Application Process

1. Deadlines for application
2. Supporting documents
   a. transcripts
   b. letters of recommendation
3. Personal statement (private)
4. Selecting a major
5. Financial aid forms
6. Scholarship forms
7. Housing forms (residential only)

ATTACHMENTS

Questions You May Ask College Representatives

Transfer Workshop Feedback Form

TRANSFER WORKSHOP
FEEDBACK FORM

1. How satisfied are you with this worksnop today? (circle one number).

1	2	3	4	5	6	7
very dissatisfied						very satisfied

2. What have you learned in this worksnop today?

---

3. What could be changed to make this worksnop better for students like you?

---

4. What are some of the concerns or questions that you would like to see raised in the workshop next week?

---

5. Free comments/suggestions/questions/jokes/etc.

Please use the back if you need more space for any item.

Appendix III

QUESTIONS YOU MAY ASK COLLEGE REPRESENTATIVES

I. COURSE OF STUDY

a) Is my major offered by your college?

b) Does your college offer a graduate program in my major?

II. ADMISSION CRITERIA

a) What are the academic requirements for admission?

b) What specific tests are required or recommended?

c) When is the admission application deadline?

d) Are there any other special application requirements?

III. QUALITY OF LIFE

a) What percentage of your students are transfer students?

b) What special clubs or activities are available at the college?

c) What is the average class size in your school?

d) If applicable, where are students housed?

e) Can you describe the city (or town or village) where your college is located? What kind of public transportation is available to get to your college?

f) How far is the college from New York City?

IV. TRANSFERABILITY OF CREDITS

a) When will my transfer credits from LaGuardia be evaluated?

b) Do you give credit for learning opportunities outside the classroom? (e.g., coop, independent study, life experience).

V. FINANCING EDUCATION

a) What is the total cost? (tuition and fees, books transportation, room and board, if applicable, etc.)

b) What kinds of financial aid programs are available?

c) When do I need to submit the Financial Aid forms?

d) Does the college offer any special scholarships for transfer students?

- What is the application procedure for these scholarships?

VI. STUDENT SUPPORT SERVICES

a) Who should I make an appointment with to discuss academic advisement and registration plans?

b) Do you provide special orientations or workshops for transfer students?

c) Are personal counseling and career counseling available?

d) Is there a Placement Office for part-time jobs?

e) Is there a Placement Office to help me get a job after I graduate?

f) What kind of Health Services are available?

g) Do you have special services and facilities for the handicapped?

h) Is there a foreign student adviser?

i) Is there a veteran's counselor?

ADD YOUR OWN QUESTIONS HERE:

_____

_____

_____

_____

Appendix IV, "Life, Education and Career Planning" is available upon request from

Dr. Max Rodriguez
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LaGuardia Community College
31-10 Thomson Avenue
Long Island City, NY 11101

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
FEB 7 1986